

## Gilliam speaks about racial trends at Black History Month lecture

Recent statistics reveal that 43 percent of the homicide victims in the United States are black, although only 12 percent of the nation's population is black. Also, enrollment of black students in American colleges is only a fraction of what it was a decade ago; and a national poll of black high school-age students shows an alarming incidence of drug abuse, violence, pregnancy, and school dropouts.

This unsettling data was presented at Gallaudet Feb. 23 by *Washington Post* columnist Dorothy Gilliam, the keynote speaker for Black History Month, who called on the audience "to reverse these trends. This is the challenge of your generation."

Gilliam, one of the nation's most respected journalists and a recognized authority on minorities in the media, warned that she sees a form of "Social Darwinism" surfacing again, pitting blacks against whites, men against women, poor against rich, labor against management. Instead of wearing sheets and burning crosses, these forces may be in suits and ties, but their mission is the same—to thwart the pursuit of truth and justice."

What is perhaps most disturbing to her, said Gilliam, is a change in attitude among black people. In the early 1960s when she was covering the civil rights movement, and even during the 250 years of slavery in this nation, black people had a sense of hope and optimism, said Gilliam. But today, "too many people, when they hear the statistics I told you, simply shrug their shoulders and say, 'So what, it doesn't affect me.'"

"What's worse than no justice is not

having the vision for justice. What good is it if the door of opportunity swings open to you if you are too drunk, high, or indifferent?"

Gilliam pointed to the strength and determination of black people in America's past, which helped them achieve the rights they deserve as human beings. But we forget, she added, that it has not been long since those basic rights, such as voting, were denied. She recalled that when she went to Mississippi in the mid-1960s to cover the rallies led by Dr. Martin Luther King, there was not a single hotel that would admit a black person—she had to stay at a funeral home.

"Today, we have a special challenge," she said, "to learn from the past to create a future to benefit us individually and the larger world."



Dorothy Gilliam

## Graduate education program tries to improve communication

Faculty and students in Gallaudet University's graduate program in teacher preparation are examining the program with an eye toward significant changes for its future students.

"What we're concerned about is having a program that is up-to-date, reflects the needs of the field, and provides students some flexibility," said Dr. Marilyn Sass-Lehrer, associate professor and chairwoman of the Curriculum, Program, and Outreach Committee in the Education Department.

To that end, Sass-Lehrer has met with groups of deaf undergraduate and graduate students who are studying education. A resounding theme throughout these and faculty meetings is the need for better understanding and communication between hearing and deaf graduate students.

Hearing graduate students often have

limited sign communication skills, so form friendships with each other rather than with deaf students, and learn very little ASL or deaf culture, said Sass-Lehrer. In addition, deaf students say they have trouble following class discussions because the hearing students talk fast and sign poorly.

A deaf and hearing support group offered last semester proved very successful in alleviating misunderstandings between students, and the Office of Graduate Studies is developing a summer orientation program where hearing graduate students can develop their sign communication skills and form positive relationships with deaf faculty and classmates.

The meetings have also provided a forum for other concerns about the program. According to Sass-Lehrer, some deaf students at the meetings felt that the program needs more deaf faculty



Dean of Continuing Education Roslyn Rosen (left rear) talks with new Gallaudet Regional Center directors (from left) Cathy Vessey of Massachusetts, Kim Krebs of Texas, Acting Provost Ann Davidson, and Artie Terrell of Florida during a campus visit Feb. 19-23.

## Increasing numbers of students enter undergrad teacher education program

At a time when many students are preparing for high-paying technical and business careers, more students are entering Gallaudet University's undergraduate teacher education program than in many years.

"Since DPN, we're seeing more people in the deaf community becoming involved," said Dr. Richard Lytle, coordinator of the undergraduate teacher education program in the Education Department. "People are saying that with empowerment comes responsibility,

and more deaf people are asking what they can do to change things."

Last fall alone, the undergraduate teacher education program received 16 applications by its November deadline, and accepted 13 of these. Between November and now, the department has received an additional eight to 10 applications. The two semesters prior to this were similar, with an average of 15 applications submitted in each—at a time when the program did not advertise.

These numbers are substantially above the eight to 12 applicants the program received in previous years when it used posters around campus to advertise teaching as a career option.

There has also been a tremendous increase in the number of noneducation majors, even seniors, who walk into the Education Department and ask, "How can I become a teacher of deaf students? It's too late for me to take the education program." Faculty members encourage them to take the regular education courses that all master's programs in deaf education require, plus courses about deafness.

In spite of this increase, the undergraduate teacher training program began advertising this semester to determine how many students will choose teaching careers when made aware of education as a career path, said Lytle. Posters and application packets are displayed in the dorms, and letters have been sent to all dean's list freshmen and sophomores encouraging them to major in education.

"The question [we ask students] is who is going to teach the next generation of deaf children?" said Lytle. "Our re-

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See page 3 for a condensed version of President King Jordan's State of the University address.





International students at the Northwest Campus, dressed in their national costumes for a day of international dancing, demonstrate the signs for their countries.

## Northwest Campus international fair shares students' cultural diversity

The Northwest Campus community recently got a firsthand taste of the rich cultural diversity on the campus at a week-long international fair.

The week was filled with activities, from a fashion show by students dressed in the native costumes of their homelands, to a day of dancing and enjoying savory dishes from different countries, to a day of international sign language demonstrations.

Of the approximately 300 students enrolled in the English Language Institute (ELI), Department of Technical Studies (DOT), and School of Preparatory Studies at the Northwest Campus, almost 25 percent of the students are from 20 other countries.

Evon Black, a recruiter and public relations person for ELI and DOT, and International Week coordinator, said that the number of foreign students increases every year at Northwest. To recognize this important element of the community, the campus has participated in the past in the International Festival held annually on Kendall Green. But this year, said Black, the campus decided to hold its own event.

The activities were mainly handled by committees of students, under the direction of ELI students Jesus Valdes of Spain and Tissa Peiris of Sri Lanka.

International sign language day kicked off the week. Organized by Moty Mordechai, an Israeli prep student, the day featured groups of students from Taiwan, Japan, Israel, Scandinavia, and Germany signing dialogues and stories in their native languages.

The next day was Cultural Awareness Day, organized by ELI students Jon Brauti of Norway and Lars Ottosen of Denmark, when students presented information about their home life through articles from their homes, money, dolls, poster and maps, and clothing. They also gave lectures and slide presentations explaining their beliefs and customs.

Valentine's Day, celebrated with food and dance, was coordinated by Carina Hed and Addiswa Stenstrom, both ELI students from Sweden. The food included sushi from Japan, stuffed pita bread from Israel, homemade bread and goat cheese from Sweden, dried squid from Taiwan, a spicy dish from India, and more. The student body government supplied \$200 for the food, which the students prepared

themselves in the cafeteria, and everyone ate for free.

Then the dancing began: American rap, a traditional Japanese summer dance, a Scandinavian circle folk dance. There were dances from Spain, Israel, Korea, Africa, Panama, Taiwan, and Saudi Arabia. At the end of the day, everyone was invited to join in.

The week closed with a fashion show organized by prep students Lisa Folke-dal (Norway), Elisabeth Eklund (Sweden), and Celine Lawler (USA). The students displayed costumes from their countries and explained the history of the clothing and their various uses. For example, a Saudi Arabian student showed the many ways a headcloth could be worn—one way for political events, another for formal affairs, and for youth a rakish style to portray style and glamour. A Sri Lankan student showed how his country's traditional tunic could be altered to form a pouch to carry goods home from the market.

The week helped clear up misconceptions that some American students had of foreign students, Black said. "Often American students think they are strange. They don't understand why they do the things they do. So this was an opportunity to broaden their cultural perspectives. [Since the event] I see that international students and American students mingle a lot better."



Dr. Richard Lytle, assistant professor of education and coordinator of the undergraduate teacher preparation program, teaches a class on curriculum in secondary schools.

## Social Work Department sponsors discussion on black professionals

Speakers from Gallaudet, Howard University, and Cardoza High School discussed "The Black Professional on the Ladder of Success" on Feb. 22 in a panel discussion sponsored by Gallaudet's Social Work Department.

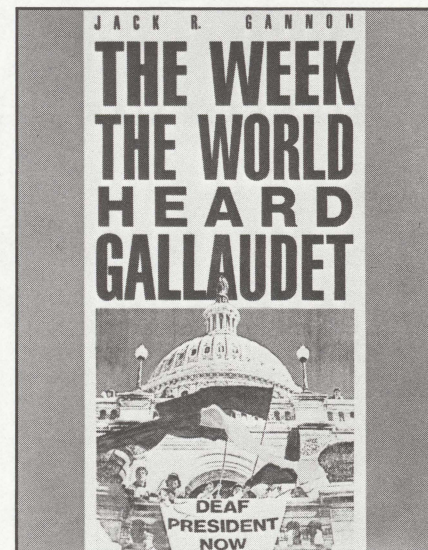
The panel discussion, held in conjunction with Black History Month, featured Leah Cox, minority recruitment specialist at Gallaudet; Dr. David James, professor of Mathematics at Howard University; Dr. Mary Coffee, long-time civil rights activist and teacher at Cardoza High School, and Angela Gilchrist, academic adviser at Gallaudet.

The panelists addressed the continued presence of discrimination in hiring and promotions, and the underlying racial attitudes prompting these practices. Speakers pointed to the coping mechanisms taught in black families and by black teachers to prepare youth for these realities.

Staff people from Gallaudet explained current efforts to recruit more minority students and to make Gallaudet a more comfortable and supportive environment for them. They noted that these efforts are being made in recognition of the fact that race and ethnicity can add one more dimension to the sense of isolation often ex-

perienced by students.

The Social Work Department sponsored the event to promote heightened sensitivity among the Gallaudet community and also as part of a nationwide effort to recruit minority students to the social work profession.



Framed posters of the cover of *The Week the World Heard Gallaudet*, Jack Gannon's book about the Deaf President Now movement, are available while supplies last through the Gallaudet University Press for \$39.95.

## Deaf students encouraged to teach

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sponse is that they deserve the very best."

"As far as we know, it's the only program of its kind that requires that deaf students do a full-time practicum in hearing schools using an interpreter," said Dr. David Martin, dean of the School of Education and Human Services. Its thorough liberal arts and education background ensures that Gallaudet graduates will meet the licensing requirements to be teachers of deaf children whether a state requires a full or partial background in regular education for such certification, he said.

College students usually declare their major field of study by the second semester of their sophomore year. To be admitted to the undergraduate education program students must have a grade point average of 2.75, higher than the 2.2 to 2.3 GPA required of sophomores who declare majors in most other departments here. In addition, education program applicants

must demonstrate excellent reading, writing, and language skills.

The standards don't lessen once students are in the program. While most majors require 124 credits for the bachelor's degree, students who major in secondary education must have between 132 and 150 credits. Although an early childhood or elementary education major requires the standard 124 to 125 credits, electives students take before declaring their majors may not count. Students often need an extra year to fulfill the specific courses required for state certification.

Lytle would like to see faculty encourage their best students to consider teaching as a career path. Interested sophomores should apply to the education program by March 9.

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**GREEN**

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# President King Jordan's State of the University address

*Note: The following excerpts are taken from President King Jordan's State of the University address, given on campus Feb. 28:*

It is very good to be standing here to talk to you about the state of the University as we get ready to celebrate the second anniversary of the Deaf President Now (DPN) movement. All of us can chart a different list of remarkable changes that have taken place in these last two years. . . . We have become a symbol in the international community of the leadership capability of deaf and disabled people. . . .

Some of the issues [I want to discuss], such as construction, maintenance, and finance, are reasonably straightforward. . . . Other issues are more dependent on our collective will, our commitment to change, and our respect for the talent each of us brings to the task to hand.



*President I. King Jordan*

to know if they come to Gallaudet, will they be socially accepted? Teachers and VR counselors want to know how our communication practices will influence the education we provide. As our constituencies expand—just as they are expanding on other campuses across the country—our responsibility must be to meet the needs of this diverse population. . . .

Early in January, I announced that the Middle States Self-Study report will have a special focus on language and communication. Close to 100 faculty members, staff, and students will be directly responsible for providing answers to a series of questions framed for the study. They, in turn, will be collecting opinions and data from the entire campus community. Each of these questions will be asked in the context of communication issues. Our answers to them will shape our actions for the next 10 years. . . .

Later that month, the University Faculty Senate voted to accept a change in the Faculty Guidelines which would replace the current communication policy with one that reflects the communication continuum that exists on this campus. Whether or not you agree with this proposed policy, and whether or not it is approved by the entire University faculty in April, the proposal itself and the thought and research that went into it provide a good example of how we as a community are examining communication at Gallaudet.

Two weeks ago, the Board of Trustees adopted a new strategic plan for the University. One significant part of that plan is the recognition that Gallaudet is a bilingual and multicultural community where both languages, American Sign Language and English, must be integrated into all aspects of University life.

We, as a University community, will continue our in-depth discussion when we interrupt normal business for a day-long workshop on communication, sponsored and planned jointly by the University faculty, staff, students, and administration. One goal of that day is to provide us all with a common understanding and awareness of the concerns and questions related to communication on campus. Another is to tap into our creative thinking—to generate ideas for how Gallaudet can move toward workable solutions. . . .

A few weeks ago, when the Univer-

sity Priorities Committee—a group with faculty, staff, administration, and student representation—submitted their list of recommendations to me for what should be our major priorities for the next five years, it became clear that no issue is more important to us than communication. . . . I am, therefore, announcing today that communication is and will continue to be an overriding priority. I expect everyone to work with me to create a barrier-free communication environment on campus. I will do everything in my power to support the training and research required for programs and individuals to achieve communication excellence.

## Other priorities

The other priorities recommended to me are also essential to the well-being of the institution. Equally central to our mission is, of course, the quality of our academic programming. Every level of instruction must be open to our scrutiny and constant reassessment. . . . In the FY 1991 budget, for the first time in many years, the Department of Education is requesting funds to support Gallaudet programs. I will continue to devote my efforts to securing funding for the support of excellence in academic programming. . . .

Gallaudet is fortunate to have a faculty and staff uniquely skilled and dedicated to the achievement of our mission. We must provide increasing opportunities for them to continue to learn and grow. One of our priorities must be to improve professional development opportunities for our faculty and staff.

Because of our unique position, we cannot forget that we serve a national and a global constituency. Outreach and advocacy programs are and will remain a priority. . . .

Another priority is the implementation of an affirmative action plan. That means that we will intensify our efforts to recruit and retain not only qualified deaf people, but also individuals who reflect the diversity of the population as a whole. . . . [When] the pool of qualified individuals is too small . . . it becomes our responsibility to expand that pool.

Change requires resources. Resource acquisition and management must be a priority. My major fiscal priority is to continue to compensate faculty and staff at a level comparable to the value of what they do and to build enough flexibility into the budget so that money can be directed to the support of new and existing programs. The plan I announced to reduce overall staffing over the next five years, and the proposed increase in our federal funding, will help ensure that we can achieve these goals. . . .

Gallaudet is more than a place to work. For many of us, it is a community. . . . I am heartened by the support, great effort, and sheer hard work of so many of you. . . . It is necessary that we foster a campus climate that makes Gallaudet a place in which individual effort is valued. Improving the campus climate is implicit in all the priorities.

Between now and the middle of April, deans and directors will be working with all units on campus to develop strategies and propose programs to implement the FY 1992 priorities. The entire process will be detailed in a

memo that you will be receiving soon. It will result in a 1992 budget request submitted to the Department of Education in June that reflects our priorities and the programs suggested to support them. . . .

It is appropriately the responsibility of the entire community to devise programs that support University priorities. Today, however, I would like to announce one presidential initiative. Last year, in the State of the University address, I described GUIDE—Gallaudet University: Innovation, Direction, Empowerment. The first GUIDE participants are nearing the end of this year's program. GUIDE was established to give talented faculty and staff expanded knowledge not only of how Gallaudet operates but also of issues critical to the community in which we live. To complement GUIDE, I am calling for the coordination of programs designed to provide talented individuals with opportunities for hands-on experience, training, and professional growth. . . . We need to make a concerted effort to identify those among us—faculty, staff, and students—who have the potential for continued growth, and to give them the support, the challenges, and the opportunities they need. . . .

Included in our proposed FY '91 appropriation is \$2.5 million in construction money for the long-awaited renovation of Hall Memorial Building. We have agreed to match that money this year and similarly for the next two years. We have already contracted with an architect to begin plans for this renovation and fully expect construction to be under way a year from now. This summer, we will repair the exterior of Chapel Hall, something that must be done immediately in order to preserve this national historic building. Money to support these programs will come from our unexpended plant funds.

My commitment remains firm to an open, participatory administration in which decisions are made at the appropriate level, where people who have the most at stake have critical input. In the long run, this sometimes cumbersome process will serve us well. While the noticeable changes of the reorganization occurred last summer, the major part of that process is still continuing, for it involved decentralization of decision making. To support that decentralization requires an informed community. What that means is that information must be shared at every level. . . .

It took 125 years—and especially the last five years—to convince people in the United States that deaf people are ready to take our places in society. Controversy has been our constant. The seriousness and the controversial nature of the issues we are facing now are not new. We have thrived and grown with this dissent. We will continue to grow, and we will continue to thrive.

Gallaudet has always been an active participant in this controversy. Some would wish this debate to be finished, for us to have the answers and to act on them. As I said earlier, we are acting, but we cannot expect to reach closure. What we are engaged in does not have a start and a finish. Change is taking place at Gallaudet, and change will continue to take place.

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## Communication

The way we communicate is what has always made Gallaudet a unique institution. In the past two years, communication has become the main focus of our collective attention. . . . Communication and the education of deaf people have always been controversial. People have very had answers for us. They have prescriptions for how we should be educated, how we should communicate, and how we should be in this world. Oralism, Total Communication, American Sign Language, and Manually Coded English have been generally discussed within the context of this controversy. Now, new terms—Sign Supported Speech and Sign Supported English—have been added to the tangle.

It is interesting to note that the problem of communication has become critical in all of higher education in the United States today. Campuses are often multilingual. . . . We are not alone in trying to devise ways of addressing this issue.

All of us, I think, would agree that what is most notable since DPN is the more open and inclusive nature of the dialogue. . . . So many voices coming from so many different perspectives guarantees that change will take place. As we find out what the different perspectives are, our own are reshaped. . . . We look in a new light at beliefs we haven't tested for a long time.

There are some who would wish the problem were already solved and are uncomfortable with the emotional intensity and the fact that we don't all agree with each other. We are forgetting that it is just that intensity, that passion, which reflects our engagement in the process—and which marks our willingness to go the next step.

Many people are taking bold positions. Many people have asked me to speak out. . . . But the issue is too important—for deaf children, for the students who entrust their education to us, and for all deaf people—to make hasty decisions. We need time to consider and to deliberate carefully.

As I speak to groups around the country, I am asked a number of questions crucial to the future well-being of the University. Parents want to know if their sons or daughters go to Gallaudet will they be permitted to use the sign language they have learned? High school students in the mainstream want

**March 5, 1990**





Initial members have been chosen for the advisory council of the National Institute on Deafness and Other Communication Disorders at the National Institutes of Health. Shown from left are (front row) Carolyn Jenkins-Jaeger, Annie Glenn, Ilsa Schwartz, Sheila Blumstein, Jay Moskowitz, Josef Miller, Lois Moreland, Richard Miyamoto; (back row) F. Owen Black, Geoffrey Grant, Rodney Attack, S. Allen Counter Jr., Robert Ruben, John Folkins, Howard "Rocky" Stone Sr. (executive director of Self Help for Hard of Hearing People, Inc.), Carl Sherrick, and Ursula Bellugi. Members not pictured are deaf actress Marlee Matlin, David Hanson, and Raymond White.

## Crime report from DOSS

The following list of criminal activities at Gallaudet was reported by the Department of Safety and Security from Jan. 18 to Feb. 18. No suspects were identified unless otherwise noted:

- 1/18—Property was stolen from a vehicle parked in the overflow lot. —A 1988 Chevrolet was stolen from KDES. The vehicle was later recovered on Holbrook Street NE.
- 1/19—Property was taken from a Benson Hall dormitory room.
- 1/20—\$47 was taken from the unsecured locker room at the MSSD gym.
- 1/23—A woman reported that she was assaulted at EMG by a University employee. A suspect was identified and appropriate action was taken.
- 1/25—A man reported that he was assaulted at Fowler Hall by a student. A suspect was identified and appropriate action was taken.
- 1/26—Gallaudet campus police stopped a vehicle entering the campus for an identification check and found that the occupants were using drugs. Metropolitan Police were contacted and the individuals were prohibited from entering University property. —A Minolta 35mm camera was stolen from a dormitory room in Clerc Hall. A suspect was identified.
- 1/27—Four tires were punctured on a 1980 Ford parked at the Field House. —Campus police were notified of a student in possession of a weapon at MSSD. The weapon, which was discovered to be a BB gun resembling a .45-caliber automatic, was confiscated by DOSS.
- 1/28—A first-floor restroom at Benson Hall was vandalized.
- 1/29—Papers were stolen from a desk at CUB.
- 1/30—An Olympus 35mm camera was stolen from the Abbey.
- 1/31—A watch was stolen from MSSD and later recovered.
- 2/2—The odor of marijuana was reported in Peet Hall, and Student Life was notified by DOSS. —Items were stolen from a Carlin Hall fraternity room. The incident was discovered to be a prank, and all items were recovered.
- 2/3—A 1971 Chrysler parked behind Benson Hall was damaged. —A

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fight involving present and former Gallaudet students took place on the HMB parking lot. Participants went to various area hospitals for treatment. All parties involved were identified and advised to report the incident to the Citizens' Complaint Center of the District of Columbia for further action. —A dormitory room door was damaged with a hammer. A suspect was identified.

- 2/4—A student reported that he was assaulted by another student on the upper level of Hanson Plaza. A suspect was identified and an investigation is continuing. —Damage was sustained to the lighting system at Schreiber Hall. A suspect was identified.
- 2/6—Power tools were stolen from a Physical Plant vehicle.
- 2/7—There was an attempted forced entry into Tower Clock.
- 2/9—While under investigation for the use and possession of illegal alcohol at Benson Hall, a suspect struck a campus police officer. The incident will be handled administratively.
- 2/10—A vehicle was taken from the University and returned later that day. A suspect has been identified.
- 2/12—The first floor of Benson Hall was vandalized. —A wallet containing \$55 was taken from a locked locker at the MSSD gym.
- 2/13—A vacuum cleaner was stolen from Benson Hall. —274 light bulbs and lens covers were stolen from the lobby message board panel in Benson Hall. The case is under investigation. —A hole was kicked in the wall near Room MW-28 of Merrill Learning Center. The subject has been identified.
- 2/14—A bank card was stolen from a dorm room at MSSD. Suspects have been identified and the incident is being investigated.
- 2/17—A University student reported that he was assaulted by another student while attending a party at the dining hall. A suspect has been identified and the incident will be handled administratively.
- 2/18—Ceiling panels were damaged on the 5th floor of Benson Hall. —A former student who was forbidden from entering the campus violated the order and was arrested and charged with unlawful entry.

## Announcements

The seventh annual tournament of the Metro-Washington Deaf Racquetball Association will take place at the Merritt Racquetball Security in Baltimore March 31 and April 1. Entry fees, which must be paid before March 16, are \$35 for the first event and \$25 for the second event. For more information, contact Vicki Kirkpatrick, 12917 Summerhill Dr., Silver Spring, MD 20904, 890-2185 (TDD).

A telex machine and related equipment has been donated to the University. Any departments interested in using it can contact Scott Strzelec in the Development Office, x5410.

An exhibit entitled "A Decade of Scholarly Work and Creative Productions, 1979-1989," sponsored by the School of Communication as part of its 10th Anniversary Celebration, will be on display in Merrill Learning Center March 5 to April 13 during library hours.

Gallaudet faculty members are encouraged to apply for part-time faculty positions with The Union Institute, which offers fully accredited nontraditional programs of studies leading to the Ph.D. degree. Candidates should

possess an earned doctorate and experience in research and in working with adult learners. Interested people should send a letter of interest and resume by March 19 to Dr. Marilyn Sass-Lehrer, Department of Education, Fowler Hall. For more information, call x5530.

The next volunteer day for the Gallaudet community to serve breakfast to homeless people at Miriam's Kitchen, located at Western Presbyterian Church, 1906 H St. NW, is Monday, March 26. Carpools will leave the West Office Building at 6 a.m. RSVP to Barbara White, x5160, or E-Mail BJWHITE.

The International Alumnae of Delta Epsilon Society (IADES), formerly a national society, invites applications for its second scholarship awards project for deaf women seeking degrees in doctoral-level studies. Two scholarships, ranging from \$500-\$1,000, will be awarded this year—one to a Delta Epsilon member, the other to a non-member. The application deadline is March 30. For more information, write to Janie Golightly, 2945 Jessup Rd., Jessup, MD, 20794, or call 596-5555 (TDD), daytime only.

## Classified Ads

**CLASSIFIED ADS** are printed free as a service to Gallaudet faculty and staff. They must be submitted in writing only to *On the Green*, MSSD, Room G-37. Ads may be run for a maximum of two weeks, if requested and if space permits. The deadline for submitting advertisements is Friday, 10 days before the desired publication. Ads received by Friday, March 9, will appear in the March 19 issue.

**WANTED:** Donations of old or new deafness-related books/magazines/newsletters such as *Silent Worker*, *The Deaf American*, *NAD Broadcaster*, *Silent News*, *Deaf Life*, *Gallaudet Today*, *NTID Focus*, etc., for the History of Deaf People/Deaf Culture class/library at MSSD. Contact Lisa Jacobs at MSSD Communications Department, x5018, to arrange for delivery/pickup.

**FOR SALE:** Queen-size waterbed w/standard waterbed mattress, frame, pedestal, liner, and heater, 2 yrs. old, exc. cond., \$100. Contact by E-Mail, ABKELLY or 11JKELLY, or x5205 (TDD) days, or 776-5306 (TDD) eves.

**FOR SALE:** Poconos time-share resort w/international exchange, sleeps 6, price neg. Call 890-8665 (V/TDD).

**WANTED:** Nonsmoking female professional to share new 2-BR, 2-bath condo in Columbia, Md., about 1/2 mile from Maryland School for the Deaf at Columbia, access to MARC train, avail. April 1, \$350/mo. plus 1/2 util. Call 651-5677 (V/TDD) after 5:15 p.m.

**FOR SALE:** Apple IIe computer, 128K, 80-column card, printer card, 2 disk drives, monochrome monitor, educational, tutorial, and entertainment software, \$950/BO; 16,800 BTU kerosene heater, \$75; Holmes humidifier, \$25; 6-ft. unfinished wood curtain rod w/accessories, \$25; ceiling fan/light kit, new, \$20; 70-sq.-ft. roll floral print wallpaper, new, \$20; box of baseboards, 30 pieces, new, \$50; 2 42-in. ceiling fans w/detachable light, \$30/each; 2 rolls wall insulation, new, \$12/each; 6,000 BTU Hot-point AC, \$25; Melnor oscillating sprinkler w/timer, \$10; unopened bag Turf Builder fertilizer/dandelion killer, 10,000 sq. ft., \$15; 300-ft. fence w/accessories, \$300/BO. Call 490-4784 (TDD) eves.

**WANTED:** Mature, nonsmoking female professional or graduate student to share master BR in 3-BR apt. in Alexandria, Va.,

20-min. drive to Kendall Green, close to bus/Metro, \$225/mo. Call x5144 or 370-5037 (TDD) eves.

**WANTED:** Sign language interpreters interested in working or volunteering for pro-choice groups. Call William, x3112.

**FOR SALE:** 2 tickets for March 22 Janet Jackson concert at Capital Centre at 8 p.m., Section 208, Row U, Seats 5-6, \$50/each. Call Julius, x3112 (V) or x3115 (TDD) from 9 a.m.-5p.m., or 270-1980 (V) or 543-8362 (V) after 6 p.m.

**FOR RENT:** Sublet sunny, furnished efficiency apt. in NE D.C. June-July, convenient to Kendall Green, \$500/mo. Contact Kathy McClelland by campus mail at SHS.

**WANTED:** Babysitter for 5-mo.-old boy, afternoons and eves., must be committed and able to give lots of love and attention. Call Kathy, x5820, or x5411.

**FOR SALE:** Mini-blinds, 97W x 58L, 78W x 48L; verticals 77W x 81L w/valance; all neutral taupe. Call x3116, or 249-2675 (V/TDD) eves.

**WANTED:** 1-2 mature nonsmokers for master BR w/loft and private bath in 3-BR townhouse in Va., share w/2 women, garage, 2 fireplaces, must like cat and ferrets, \$330/mo./single or \$225/mo./each if 2 share. Call Krissy, 739-7002 (TDD) days; Topsy, 697-4505 (TDD) days; or 643-0811 (TDD) after 6 p.m.

## Job Openings

**Some of the advertised positions may already be filled.** The list below includes only new staff and faculty openings and does not represent all jobs available. To get a recorded message describing the complete list, call x5358 or x5359 (TDD).  
NIGHT STUDENT AIDE: MSSD Residence Program  
LECTURER, FRENCH: Foreign Languages Department  
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